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ABSTRACT

The following report summarizes a number of United States activities in or related to the teaching of English to speakers of other languages. The report, while not exhaustive, attempts to be representative. (Mention has been omitted of projects which dealt only or chiefly with the teaching of standard English to speakers of other dialects.) Sources of information include reports from federal, state, and city government agencies; universities, foundations, and other private organizations; articles and notices in newsletters and professional journals; brochures; and personal contact. Sections cover (1) English language teaching and teacher training in the United States; (2) English language teaching and teacher training overseas; and (3) materials, testing and research. An index of organizations and addresses is appended. This report is usually prepared by the English for Speakers of Other Languages Program of the Center for Applied Linguistics as part of the American presentation at the International Conference on Second Language Problems (which did not meet in 1970). For previous reports, see ED 018 788 and ED 030 115. (AMM)

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TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

United States Activities: 1969

AL 002 447

Prepared by the English for Speakers of Other Languages Program

Center for Applied Linguistics

June 1970

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TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

United States Activities: 1969

The following report summarizes a number of United States activities in or related to the teaching of English to speakers of other languages. The report is restricted as closely as possible to the calendar year, 1969, with allowances for the variety of organizational years--fiscal, academic, etc.--of the institutions whose work is presented here. While the report is not exhaustive, it attempts to be representative, providing information on the broad range of current activity in the field. It should be stated that mention has been omitted of projects which dealt only or chiefly with the teaching of standard English to speakers of other dialects.

This report is usually prepared by the English for Speakers of Other Languages Program of the Center for Applied Linguistics as part of the American presentation at the International Conference on Second Language Problems. This year the Conference did not meet, but the number of requests received for the publication in the past year led us to believe that the report should be published as usual.

The sources of the information are varied: reports from federal, state and city government agencies; universities; foundations; and other private organizations; articles and notices in newsletters and professional journals; brochures; and personal contact. In most cases the compiler has relied on the information supplied by the institution involved, not having the opportunity for first-hand acquaintance with the projects. Further information on any project should be requested from the institutions themselves rather than from the Center for Applied Linguistics, and for this purpose, the source of additional information is included at the end of each entry and addresses are listed on the last page of the report. We would like to express our thanks to all those who have responded to our requests for information.

The recent proliferation of activity in this field makes it increasingly difficult to get and maintain comprehensive and up-to-date information on new projects and developments. Your assistance in providing us with this information as it becomes available is needed and will be very much appreciated. We in turn hope that our publication will be useful.

A. ENGLISH LANGUAGE TEACHING AND TEACHER TRAINING IN THE UNITED STATES

1. Center for Applied Linguistics Projects on Education for American Indians. During 1969, the English for Speakers of Other Languages Program (ESOLP) of the Center for Applied Linguistics (CAL), under contract to the Bureau of Indian Affairs, carried out several projects concerning the teaching of English to American Indians and other aspects of Indian education. Some of these were part of an earlier contract: two issues of a newsletter for teachers in BIA schools; a follow-up meeting on a bilingual kindergarten for Navajo children; and the preparation of three articles contrasting English with Choctaw, Navajo and Papago, and providing suggestions for teachers of English to speakers of other languages. Two further projects were carried out: a meeting was held on May 2-3 in Albuquerque; involving BIA area and Washington personnel, Indian educators, literacy and language specialists and CAL personnel, to determine a single orthography for Navajo for use in BIA publications. The ESOLP also coordinated the preparation of a curriculum guide for the English language component of a bilingual kindergarten for Navajo children. The guide was used for a teacher training workshop in the summer, then served as the basis for lessons for the school year. (Center for Applied Linguistics)

2. Other Activities Involving American Indians. Navajo Reading Study. Following the recommendation of the CAL study of the teaching of English to American Indians, the Program in Linguistics and Language Pedagogy of the University of New Mexico has begun a three-year study, funded by the Bureau of Indian Affairs, of the feasibility and effect of teaching Navajo children to read in their own language first.

   TESOL Association Evaluation of Navajo Schools. Under a Navajo-Area contract with the TESOL Association, a team of four visited ten schools four times to evaluate the effectiveness of English teacher training and the use of materials, as well as the level of functional English and student attitudes toward the ESL program.

   ESL Training Programs. Following the recommendations of two CAL Bilingual Kindergarten Planning Conferences, a five-week training session for kindergarten teachers was held in summer 1969. Teachers were given an introduction to linguistics, ESL methodology, materials development, cultural anthropology, and were presented with a contrastive study of English and Navajo. Six bilingual kindergarten classes are now in operation on the Navajo reservation, each staffed by a Navajo teacher and a Navajo aide.

At five Navajo agencies in-service training programs stressing linguistic theory and ESL methodology took place. At each agency forty teachers met four hours per week for seven weeks. Courses dealt with curriculum through Grade 3. A similar project is planned for next year with emphasis on ESL in the upper grades.

Bilingual Program in Alaska. In November the first of several planning conferences took place in Fairbanks to choose a location for an experimental bilingual program. Six classrooms, three bilingual and three control, on the Kuskokwim River, were chosen and plans were developed for an Institute (under Title I) which will be held in the summer of 1970. (Bureau of Indian affairs)

3. TESOL Association. During 1969 the membership of the professional association, Teachers of English to Speakers of Other Languages, increased by 500 to 2,000 members. Five local TESOL organizations affiliated with the national association. The affiliates are: New Mexico Association for TESOL and Bilingual Education; California Association of Teachers of English to Speakers of Other Languages; New Jersey TESOL; Texas TESOL; and TESOL-Puerto Rico. Also plans were formulated for a TESOL Placement Service designed to bring together prospective employee and employer. (TESOL Assoication)

4. New Mexico Prepares Guidelines for Certification of ESOL Teachers. On August 1, 1969, the State Board of Education of New Mexico approved a statement of criteria for teacher certification in English to speakers of other languages. New Mexico is the first state to do this. Degree programs to meet these criteria have been established so far at the University of New Mexico and others are in preparation. (New Mexico State Department of Education)

5. Foundation Support for Domestic ESOL Activities. A number of foundation awards were made in support of ESOL programs in the United States, including the Ford Foundation grant to the City University of New York for a bilingual program in Spanish/English for high school graduates; the Dolfinger McMahon Foundation's grant to the Philadelphia YMCA for English language teaching to the Chinese community; the Phoebe Waterman Foundation's grant to the American Bureau for Medical Aid to China to foster the study of colloquial English by foreigners; the Fair Foundation's grant to the Language Research Center in Texas; and the Donner Foundation's extended support of education for American Indians, in particular the Rough Rock Demonstration School in Chinle, Arizona, and the Navajo Community College at Tsaile, Arizona. (The Ford Foundation; the Dolfinger McMahon Foundation; the Phoebe Waterman Foundation; the Fair Foundation; the Donner Foundation)

6. Education Professions Development Act (EPDA) Programs. EPDA Institutes, formerly called NDEA Institutes, were held during the summer of 1969, to improve the qualifications of teachers of students who speak a first language other than English, or a non-standard dialect of English. In addition fellowships were provided to four universities for year-long programs. Four summer institutes were held for teachers in bilingual education programs and one university was provided fellowships for a year-long program in this field. These programs were held in ten states, the District of Columbia, and Puerto Rico. Most of them were along the east or west coast. (U.S. Office of Education)

   A policy decision has been made in the U.S. Office of Education to use the relatively limited EPDA funds in FY 1970 and thereafter in support of projects which give greater promise of reform of the total system by which teachers and other educational personnel are prepared. This has meant the virtual elimination of projects designed to give continuing education or remedial training to individual teachers, supervisors and so forth in specific school subject matter fields such as English, history, mathematics and ESOL. This does not preclude, however, the inclusion of subject matter components in the EPDA projects which will be supported, and such components are encouraged. In FY 1970 there has been a very small basic studies program, consisting of remnants of previous commitments and small programs in reading, political science, and the arts. These will not be continued in FY 1971.

7. Conference on Bilingual Education. In June of 1969, Educational Systems Corporation, for the Office of Education's Bureau of Research, held a meeting entitled the National Conference on Bilingual Education: Language Skills. The goals of the meeting were to identify variables affecting a successful bilingual language program, areas in which needed knowledge was lacking, and directions for future efforts in research, materials development, and personnel training. Eleven specialists participated in a pre-planning meeting in March and thirty-six persons attended the conference in June. Work papers were read and discussed, and recommendations were drawn up in the areas of basic research, language acquisition, teacher preparation, assessment, and methods and materials. The conference report includes papers, recommendations and participants list. (Educational Systems Corporation)

8. New University Programs in ESOL. The School for International Training of the Experiment in International Living has established a Master of Arts in Teaching English

as a Second Language Program, which includes an 11-week student teaching internship abroad. Temple University (Philadelphia, Pa.) is offering a Master of Education degree with specialization in Teaching English to Speakers of Other Languages. The University of New Mexico has established graduate and undergraduate degree programs in the departments of Elementary Education and Secondary Education and the division of Curriculum and Instruction following the newly defined criteria for teacher certification in TESOL (cf. A-4). Florida State University (Tallahassee) is now offering an M.A. program in English as a Second Language. The School of Education of the University of Southern California offers a Certificate Program for the Teaching of English to Speakers of Other Languages as well as degree-related programs on the graduate and undergraduate levels. Courses in support of the Certificate and degree-related programs are offered for both elementary and secondary teachers. See C-2 for a more comprehensive listing of TESL programs in the United States. (School for International Training; Temple University; the University of New Mexico; Florida State University; the University of Southern California)

9. Programs of the Regional Laboratories. The Southwestern Cooperative Educational Laboratory (SWCEL), Albuquerque, New Mexico, is conducting field tests of the revised version of its 150-lesson Oral Language Program in 250 pre-school and first grade classrooms in seven Western states, with almost 6,500 Mexican-American, Navajo, Pueblo, Yaqui, Pima, and Sioux children. Program evaluation employs the SWCEL Test of Oral English Production. SWCEL also has several small projects to train mothers to use the Oral Language Program with their children in pre-school settings. A Teacher-Teacher Aide Companion Training program, currently undergoing testing in 40 classrooms, instructs aides in how to follow up systematic ESOL instruction.

Also under SWCEL supervision, the first fifteen of a set of thirty filmed ESOL lessons for Spanish-speaking adults is being shown on commercial television in various Southwestern cities as well as Miami, Florida and New York. (SWCEL)

The Language Development and Reading (Bilingual/English-as-a-Second Language Program) of the Southwest Educational Development Laboratory (SEDL), Austin, Texas, is being designed to meet the needs of disadvantaged children with undeveloped language skills. The initial target populations for these programs are Mexican-American, Puerto Rican, French-American, and Negro-American children. The learning system provides instruction

through the child's native language while his ability to use standard English is being developed. Instructional, staff development, and parent-community involvement materials are being developed. The Laboratory's Language Development Model, including the instructional and staff development materials, is being tested through Follow Through programs in Los Angeles, Tulare and Cutler-Orosi, California; Philadelphia, Pennsylvania; St. Martin Parish, Louisiana; and San Diego, Texas. The materials are also being used in McAllen and San Antonio, Texas; and in New York City.

10. Dade County, Florida, Public Schools Program in Bilingual Education. In 1969 the number of Spanish-speaking pupils in Dade County Public Schools was 46,552. The instructional needs of these pupils are being served through three major programs: English as a second language; Spanish-S; and bilingual schools. ESL classes in elementary, junior and senior high schools, with an enrollment of 8,914 during the 1969-70 school year, use audio-lingual techniques with attention to reading and writing. In-service programs for training ESL teachers are offered regularly.

    Schools with large numbers of Spanish-speaking students offer special classes in Spanish language arts for Spanish-speakers to help the students develop and expand their level of literacy in the native language and develop an appreciation for their cultural heritage. During the 1969-70 school year 14,609 Spanish-speaking students were enrolled in Spanish-S classes.

    Coral Way Elementary School began its bilingual program in 1963. There are now three more elementary schools in the program and a junior high school which is partially bilingual. The junior high school began its program in social studies and science when Coral Way promoted its bilingual pupils in 1967.

    A summer program involving extensive instructional programs for pupils, in-service programs for teachers and aides, and a materials development workshop and an evaluation of the bilingual schools program was attended by more than 5,000 Spanish-speaking pupils, 83 teachers and 59 Cuban aides. (Dade County Public Schools)

11. ESL/Bilingual Project. The ESL/Bilingual Project of the San Diego (California) Unified School District, a three-year, ESEA Title III program, is in its second year. The major objective of the project is to bring about a degree of English language proficiency which will enable non-English-speaking students to perform independently after three years of ESL/Bilingual instruction. It includes the development and use of content curriculum in Spanish.

The first two years have concentrated on aural-oral development, and third year will emphasize reading and writing. The target students in the program include three elementary grade levels and junior high. Specialized testing for ESL and involvement of the Mexican-American community in school affairs are two other important components of the project. In addition, in-service training for 50 teachers is conducted bi-monthly to demonstrate ESL/Bilingual methodology and to sensitize teachers to the needs of the Mexican-American community. With its library of specialized materials, the project also serves as a resource center for teachers, administrators and the Mexican-American community. (ESL/Bilingual Project Center)

12. Teacher Corps Program for Teachers of Rural-Migrant Children. This program, now in its third year, was developed as a joint teacher training effort of the University of Southern California and the Teacher Corps in two school districts in California's San Joaquin Valley. The teachers of children of migrant and seasonal agricultural workers are given a two-year graduate studies program leading to the Master of Science Degree in Education and the California Teaching Credential. Teacher interns receive their in-service experience at whatever grade level they choose, from kindergarten through high school. (School of Education, University of Southern California)

13. Trust Territory TESL Curriculum Research Project, University of Hawaii. The final report of this study carried on under a Curriculum Research Grant from the U.S. Office of Education to the University of Hawaii was published in June 1969. The report reviews literature and research related to language learning, summarizes the current status of Teaching English as a Second Language in the Trust Territory, and describes the methods of research and the materials produced by the research team. In both the experimental schools which used the curriculum research materials and the control schools which used the Tate Oral English Materials there was a significant gain on each of the 25 tests variables. However, there was a significant difference between the groups on only seven of the variables. Because of the short period of evaluation the findings are considered inconclusive. Further use and evaluation of both sets of materials over a period of five years is recommended. (Education Center, University of Hawaii)

14. Instructional Dynamics, Incorporated, Chicago, Illinois. A multi-media program focusing on English as a Second Language and including basic literacy training, job orientation and attitudinal training was developed for 169 Spanish-speaking adults by Instructional Dynamics Inc. Classes began in May 1969 as a part of a program for the Northwest Employment Development Corporation, a consortium

of 19 Chicago businesses. Staff training, curriculum materials (commercial and custom-made) and consulting and assessment services are provided. (Instructional Dynamics Inc.)

B. ENGLISH LANGUAGE TEACHING AND TEACHER TRAINING OVERSEAS

1. Foundation Support of Overseas TESOL Activities. Several foundations contributed to the support of overseas programs in English teaching. The Ford Foundation made the largest number of awards, including grants to the governments of Algeria, Indonesia, Lebanon, Tunisia and Zambia, and to individual institutions in Iraq, Japan, Nigeria, Thailand, Turkey and the West Indies. Another Ford grant was made to the University of York, England, for a program to relate linguistic research and language teaching to language problems of modernizing countries. The Agricultural Development Council made an award to the English Language Education Council (ELEC) of Japan to upgrade English teaching in that country. (Ford Foundation, Agricultural Development Council, Inc.)

2. Senior Fulbright-Hayes Grants. During 1969 seventeen U.S. scholars were awarded grants for lectureships in TEFL/linguistics in ten countries, including Romania, Spain, Liberia, Thailand, Poland, Paraguay, Bulgaria, Israel, Greece and Colombia. There were three awards to scholars from two foreign countries, Poland and Yugoslavia for TEFL/linguistics study in the United States. These figures indicate a marked decrease in Senior Fulbright-Hayes grants for English teaching abroad, the result of general budget cuts and concomitant shifts in priorities. (Committee on International Exchange of Persons)

3. Programs of Defense Language Institute (DLI). During fiscal year 1969 over 2,500 foreign military personnel received English Language Training at the Defense Language Institute, Lackland Air Force Base, Texas. Approximately 135 were given Instructor training. On-the-job training for language laboratory maintenance is also provided at the school.

   Overseas, approximately 60 DLI employees served as advisors and coordinators of military English Language Training Programs in 20 countries. Language Training Specialists who assist in initial organization of in-country training programs were provided to seven countries. (Defense Language Institute)

4. Peace Corps Programs. As of October 1969 approximately 1,630 Peace Corps Volunteers (PCVs) were in assignments

specifically designed as TESOL service. During 1969 PCV English teachers served in the Philippines, Micronesia, Fiji, Tonga, Western Samoa, Malaysia, Korea and Thailand in East Asia and the Pacific; Afghanistan, India, Iran, Turkey, Tunisia and Morocco in South Asia, the Near East and North Africa; and the Cameroons, Togo, the Ivory Coast, the Niger, Upper Volta, Malawi, Dahomey, Senegal, Liberia, Sierra Leone, Gambia, Uganda, Ethiopia, Kenya, Chad, Lesotho, Nigeria, Ghana and Somali in Africa. Increasingly English teaching is also being done by other PCVs as one aspect of a multi-skills assignment or as an activity completely incidental to their primary responsibility. These Volunteers do not appear in the number quoted above. (The Peace Corps)

5. Programs of the U.S. Information Agency (USIA). During fiscal year 1969, USIA through binational institutes and language centers conducted English classes for 339,000 adults in 54 countries in Latin America, Asia, Africa and Europe. This represents an enlarged program but in fewer countries. In cooperation with local ministries of education and associations of English teachers (and frequently in conjunction with the British Council), USIA sponsored 52 seminar/workshops in 28 countries in the same four areas for approximately 3,800 teachers. It is estimated that these teachers taught about 570,000 students, primarily at the lower and upper secondary level. (United States Information Agency)

6. Center for English Language Research and Teaching, American University of Beirut. The Center, established in 1964 to serve several countries of the Middle East, directs four programs in English as a Foreign Language (EFL): (1) a graduate program leading, after one year of study, to a Diploma in TEFL or, after two years, to an MA in TEFL (about fifty full-time graduate students are now enrolled); (2) a consultation service offering to government agencies or other institutions in the Middle East special evaluational and advisory services in connection with proposed or existing EFL programs, specially contracted seminars and in-service training programs for teachers of EFL, either in the host country or in Beirut; (3) a program of research and materials production aimed at special needs in EFL and at special problems arising in connection with the work of the Center; and (4) an intensive EFL course, known as the University Orientation Program, for approximately 100 students who intend to pursue studies at the University. Research and development of materials is carried on by and within this program.

Current contracts include the following: (1) A three-year program at the Elementary School of International College, Beirut, to provide seminars on EFL objectives and priorities at that level, in-service workshops on methodology, and supplementary materials for teaching English to five- to

eleven-year-old Arab children; (2) A survey in Morocco on "Curricula for the Intensive English Course and Teacher Training Program for the University of North Africa at Tangier"; (3) A seminar for English teachers at the Institute for Public Administration in Riyadh, Saudi Arabia; and (4) A conference of teachers of English and technical training for the Raytheon Service Company, Jeddah, Saudi Arabia. (Center for English Language Research and Teaching)

7. Regional English Language Centre in Singapore. Opened in mid-1968, the Centre is a project of the South East Asian Ministers of Education Council and the United States Agency for International Development. It provides opportunities for training, research, materials development and conferences or seminars for nationals of seven member states: Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand and Vietnam. The Centre's second and third Four Month Intensive Courses were held in 1969, bringing the total of trainees to fifty-five, from all seven council countries. The fourth Regional Seminar was held in June, with 30 SEAMEC participants and 150 from other countries. The Centre publishes a newsletter and will soon begin publication of a professional journal. (SEAMEC Regional English Language Centre)

C. MATERIALS, TESTING AND RESEARCH

1. TESOL in the ERIC Clearinghouse System. The ERIC Clearinghouse at the Center for Applied Linguistics includes TESOL among the several fields in language and linguistics for which it holds primary responsibility for entering documents into the ERIC system. During 1969, over 190 TESOL related entries were made. In addition the Clearinghouse commissioned the following publications: Teaching English to Speakers of Other The State of the Art, by Ronald Wardhaugh and A Handbook for Teachers of English to Non-English Speaking Adults, by Patricia Heffernan-Cabrera. (ERIC Clearinghouse, Center for Applied Linguistics)

2. English Language and Orientation Programsin the United States. The Institute of International Education has published a listing of English-language and orientation programs in the United States in separate sections for the academic year and for the summer. A third section lists 39 institutions offering certficate and/or degree programs in teaching English as a foreign language, four more with degree programs in the planning stage, and 29 further schools offering methodology courses in TEFL. (Institute of International Education)

3. Survey of Peace Corps TEFL Training Programs. In June the Language Research Foundation, under a two-year contract to the Peace Corps, undertook a survey and evaluation of Peace Corps TEFL training programs with a view toward recommending training program improvements leading to English teaching which is both more effective and more appropriate to the cultural context and the educational needs and aims of the host countries. The project includes establishment of guidelines for evaluation of goals, materials, methods, training staff, administration and results of on-going training programs; establishment of guidelines for evaluating PCV in-country English teaching performance; and planning and administration of a workshop for Peace Corps Language staff and other personnel to focus on problems and solutions in this field. (Language Research Foundation)

4. U.S. Information Agency Materials. The English Teaching Forum, a professional journal for the teacher of English outside the United States continued to increase in circulation. During fiscal year 1969 distribution increased from 48,000 to 61,000. New publications (for use outside of the United States only) were Visual Aids, a resource manual for teachers; four Distinguished American leaflets; How the U.S. Elects a President; Selected English Teaching Materials Catalog No. 19 and Language, a subject bibliography listing titles in linguistics.

   These materials are available at USIS libraries and in binational and language centers. (U.S. Information Agency)

5. A Spoken Word Count. The Early Education Research Center of the University of Chicago, with additional funding support from the National Institute of Mental Health, has now published A Spoken Word Count (Children - Ages 5, 6, and 7), a count of the words spoken by a stratified sample of children in relatively free speech. This count of children's vocabulary is a continuation of an earlier project which published A Spoken Word Count for adults in 1966. The project is still on-going and completion of a third count, on children 9, 11, and 13 years of age, is expected in 1970. The lists are being published by Language Research Associates, Inc. of Chicago. (Language Research Associates, Inc.)

6. Test of English as a Foreign Language (TOEFL). Approximately 57,000 foreign students took the Test of English as a Foreign Language during the academic year 1969-70, in support of their applications for undergraduate or graduate study in American universities. It is estimated that this number will increase to 67,000 in 1970-71. A TOEFL research manual, offering suggestions and assistance for studies in support of score interpretation has been prepared and is available to universities upon request. (Educational Testing Service)

7. Academic Success of Foreign Students in U.S. Universities. The University of Southern California is supporting a study of the degree of correlation between scores on its placement examination and the academic performance of students whose native language is not English. A formulation of a definition of academic success resulting from the study will be available. (English Communication Program for Foreign Students, University of Southern California)

Edited by
Carol J. Kreidler
Dorothy A. Pedtke
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INDEX OF ORGANIZATIONS AND ADDRESSES

Agricultural Development Council, Inc., 630 Fifth Avenue, New York, New York 10020 (B1)

Bureau of Indian Affairs, Department of the Interior, Washington, D.C. 20242 (A2)

Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036 (A1)

Center for English Language Research and Teaching, American University of Beirut, Beirut, Lebanon (B6)

Committee on International Exchange of Persons, Conference Board of Associated Research Councils, 2101 Constitution Avenue, N.W., Washington, D.C. 20418 (B2)

Dade County Public Schools, Administration Office, Lindsey Hopkins Bldg., 1410 NE 2nd Avenue, Miami, Florida 33132 (A10)

Defense Language Institute, U.S. Naval Station (Anacostia Annex), Washington, D.C. 20390 (B3)

Dolfinger McMahon Foundation, 1617 Land Title Bldg., Philadelphia Pennsylvania 19110 (A5)

William H. Donner Foundation, Inc., 60 East 42nd Street, New York, New York 10017 (A5)

Education Center, University of Hawaii, 1776 University Avenue, Honolulu, Hawaii 96822 (A13)

Educational Systems Corporation, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036 (A7)

Educational Testing Service, Princeton, New Jersey 08540 (C6)

English Communication Program for Foreign Students, University of Southern California, Los Angeles, California 90007 (C7)

ERIC Clearinghouse, Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036 (C1)

ESL/Bilingual Project Center, 2950 National Avenue, San Diego, California 92113 (A11)

R. W. Fair Foundation, P.O. Box 689, Tyler, Texas 75701 (A5)

Florida State University, Tallahassee, Florida 32306 (A8)

Ford Foundation, 320 East 43rd Street, New York, New York 10017 (A5, B1)

Institute of International Education, 809 United Nations Plaza, New York, New York 10017 (C2)

Instructional Dynamics Incorporated, 166 East Superior Street, Chicago, Illinois 60611 (A14)

Language Research Associates, Inc., 175 East Delaware Place, Chicago, Illinois 60611 (C5)

Language Research Foundation, 19 Mt. Abuburn Street, Cambridge, Massachusetts 02138 (C3)

New Mexico State Board of Education, Modern Foreign Languages and Bilingual Education, Santa Fe, New Mexico 87501 (A4)

The Peace Corps, 806 Connecticut Avenue, N.W. Washington, D.C. 20525 (B4)

Phoebe Waterman Foundation, 1819 John F. Kennedy Boulevard, Philadelphia, Pennsylvania 19103 (A5)

School for International Training, Experiemnt in International Living, Kipling Road, Brattleboro, Vermont 05301 (A8)

School of Education, University of Southern California, Los Angeles, California 90007 (A8, A12)

SEAMEO Regional English Language Centre, 104 Watten Estate, Singapore 11 (B7)

Southwest Cooperative Educational Laboratory, 117 Richmond Drive NE, Albuquerque, New Mexico 87106 (A9)

Southwest Educational Development Laboratory, 800 Brazos Street, Austin, Texas 78701 (A9)

Temple University, Philadelphia, Pennsylvania 19122 (A8)

TESOL Association, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20007 (A3)

United States Information Agency, 1776 Pennsylvania Avenue, N.W., Washington, D.C. 20547 (B5, C4)

United States Office of Education, Washington, D.C. 20202 (A6)

University of New Mexico, Albuquerque, New Mexico 87106 (A8)